

DOCUMENT RESUME

ED 165 642

HB 010 910

TITLE Report of the Task Force on Temporary Faculty.
INSTITUTION California State Univ. and Colleges, Long Beach.
PUB DATE Dec 77
NOTE 55p.
AVAILABLE FROM The California State University and Colleges, Office of the Chancellor, 400 Golden Shore, Long Beach, CA 90802

EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS Academic Rank (Professional); *College Faculty; Employer Employee Relationship; *Employment Problems; Enrollment; Faculty Promotion; Fringe Benefits; Guidelines; Higher Education; *Part Time Teachers; Personnel Data; *Personnel Policy; Staff Utilization; Statistical Data; Status; Teacher Morale; Teacher Salaries; Tenure; *Work Environment

IDENTIFIERS *California State Universities and Colleges; Compensation (Remuneration); Full Time Teachers; *Temporary Faculty

ABSTRACT

Phase I of the Task Force on Temporary Faculty study of the utilization of full- and part-time temporary faculty in the California State University and Colleges (CSUC) is presented. The study, which involved the gathering and analysis of data, the identification of problems--many of them detrimental to faculty morale--and the development of potential guidelines or policies, is presented in five sections. The first describes the recent increase in the employment of temporary faculty, both full- and part-time, and discusses some reasons for the increase, such as the need to fill sudden vacancies, replace tenured faculty on leave, and allow for last minute shifts in enrollment. The second section addresses the terms of appointments and job security and recommends that part-time faculty should receive year-long appointments when possible and that for part-time faculty there should be no limitation on the number of consecutive appointments. The third part deals only with part-time faculty, in terms of their status and conditions of work. It is recommended that a policy be developed regarding the advancement of part-time faculty in terms of merit salary adjustments, and that changes should be made with regard to health and unemployment benefits. A summary of the conclusions and recommendations comprise the fourth section. The fifth is a set of appendices containing statistical data on the extent of use of temporary faculty, the manner of use of part-time faculty, appointment and compensation, and enrollment considerations. (JMD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED165642

REPORT OF THE TASK FORCE ON TEMPORARY FACULTY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

DECEMBER 1977

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Calif State
Govt + Univ
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
THE ERIC SYSTEM CONTRACTORS



THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
OFFICE OF THE CHANCELLOR • 400 GOLDEN SHORE • LONG BEACH, CA 90802

PREFACE

This report is Phase I of the study of the utilization of full and part-time temporary faculty (appointments) in the California State University and Colleges. The need for such a study has become evident as many conditions relative to the number of temporary faculty, the type of individual employed on temporary appointments, and the programmatic needs of campuses are undergoing substantial changes.

In response to the articulation from a variety of sources of concerns over these changes, a Task Force was appointed in February 1977 by Dr. Marjorie Downing Wagner, Vice Chancellor, Faculty and Staff Affairs.

The Task Force on Temporary Faculty began its deliberations with a charge to study the utilization of temporary faculty both full and part-time in the CSUC. The study was to involve the gathering of data, analysis of the data, the identification of problems and issues, and the development of potential options for guidelines or policies as deemed appropriate.

It is the judgment of the Task Force, after reviewing and analyzing the available data, that most of the problems related to the use of temporary faculty are interrelated and can be traced to the basic tensions which have been created in recent years by the dual imperative to maintain academic program quality and avoid layoffs in the face of dramatic shifts in student interests and anticipated declines in overall student enrollment. When viewed in this way, it is clear that the problems associated with the use of temporary faculty drive to the very core of university concerns and raise broad issues of program and personnel which extend far beyond the original charge to this Task Force.

Therefore, it has been decided that these broad issues should be studied by a Phase II Task Force whose charge it will be to deal with all of the complex interrelation between faculty staffing and the maintenance of a quality academic program. This broader Task Force is in the process of being selected and organized, and will be committed to beginning its work in the immediate future.

Therefore, the sections of this report which pertain to these issues will be confined to the findings of the Task Force with

regard to present appointment practices so that they may be studied as part of the total picture of interrelated faculty appointments which should be pursued by the Phase II Task Force. Alternative options will not be presented at this time.

The Task Force solicited opinions and information from temporary faculty concerning their perceptions, problems and interests. An invitation was extended to communicate either by letter or through interviews with the Task Force at meetings in the northern and southern parts of the state. A total of 16 persons requested interviews and these were held as follows:

May 23, 1977 at CSU, Hayward, for northern campuses (nine persons attended)

May 27, 1977 at the Chancellor's Office, Long Beach, for southern campuses (seven persons attended)

Approximately 60 letters were received from interested persons. Further information came from campus statements in handbooks of written policies; information from various campus administrators; and statistical data from the Academic Planning Data Base (APDB) and the Personnel Information Management Systems (PIMS).

The report is presented in five sections. The first describes the recent increase in the employment of temporary faculty, both full-time and part-time, in the CSUC, and discusses some of the reasons for this. The second addresses the matter of terms of appointments and job security, and offers some recommendations in this area. The third part deals only with part-time faculty, in terms of their status and conditions of work; it too contains recommendations. The fourth section is a summary of the conclusions and recommendations. The fifth is a set of Appendices.

The Task Force met on the following dates:

February 14, 1977

April 7, 1977

April 29, 1977

May 23, 1977)

May 27, 1977) Open meetings were held with temporary faculty

June 13, 1977

July 26, 27, 1977

September 16, 1977

October 5, 1977

October 17, 1977

November 2, 1977

The Task Force members are:

Campus Administrative Representatives

Dr. Trevor Colbourn, Acting President
Vice President, Academic Affairs
San Diego State University

Dr. Maurice Dance
Vice President, Academic Affairs
California State University, Hayward

Dr. William Poe
Dean, Academic Planning
California State College, Sonoma

Academic Senate Representatives

Dr. David Elliott
Chairman, Academic Senate

Dr. Julian Foster
Chairman, Faculty Affairs Committee
Academic Senate

Mr. Ray Zepeda
Part-time Faculty Member
California State University, Long Beach

Chancellor's Office Representatives

Dr. Frank Jewett
Associate Dean, Educational Programs and Resources

Mr. Thierry Koenig
Associate Personnel Analyst
Faculty and Staff Affairs

Dr. Dorothy P. Miller
Associate Dean
Faculty and Staff Affairs

1. INCREASES IN THE USE OF TEMPORARY FACULTY IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

During the sixties, tenured and probationary faculty taught the great majority of classes offered on the CSUC campuses. During that period, however, a minority of faculty positions were occupied by temporary faculty, some full-time, others part-time. This situation prevails at the present time, although there has been an increase in that minority which is described below.

Appointment of a full-time temporary faculty member in preference to a probationary one was considered legitimate in such circumstances as the following:

- a. When it was necessary to appoint a replacement for a tenured faculty member on leave;
- b. When it was deemed desirable to appoint a distinguished guest lecturer;
- c. When a vacancy occurred on short notice; for example, because of a death, a resignation, or an administrative appointment, and a full search for the replacement could not be made, a temporary appointment was offered in order to give a department time to examine fully the candidate and alternative candidates;
- d. When a fully qualified person could not be found, a less qualified one might be employed on a temporary basis.

All of these circumstances remain recognized and typical reasons for the making of a full-time temporary appointment, or sometimes for a number of part-time appointments.

Appointment of temporary part-time faculty in preference to full-time probationary ones tended to happen for somewhat different reasons, including the following:

- a. Short-term, or seasonal, or last minute shifts in enrollment which might necessitate the opening of additional sections of a popular course;
- b. Certain courses might best be taught by individuals whose full-time occupations gave them special insights; for example, accountants, artists, administrators;
- c. Departments might desire to divide up a faculty position so that several persons with a variety of specializations could be appointed part-time. This reason became increas-

ingly important as the demand for special vocational programs increased.

- d. Departments might be entitled to a fraction of a faculty position to which only a part-timer could be appointed;
- e. The best qualified person available might not be willing to undertake full-time responsibilities in an academic institution;
- f. Departments might want to give employment to outstanding recent graduates from their M.A. programs, feeling that the freshness and enthusiasm brought to the classroom might in such instances compensate for the disadvantages of inexperience;
- g. The Department might wish to use a faculty position to employ a number of graduate assistants.

All these circumstances remain recognized and typical reasons for making part-time temporary appointments or, sometimes, for making a full-time temporary appointment.

Beginning in the early seventies, both full-time and part-time temporary appointments began to increase. This increase will be described in some detail. The causes underlying it, which differ from the factors already identified, will then be suggested.

This increase represented a growth both in raw numerical terms and in terms of the percentage of all faculty positions occupied by temporary faculty. The increase in full-time and part-time temporary appointments year by year from 1972 to 1976 (the last for which full data is available) is expressed graphically in Figure 1.

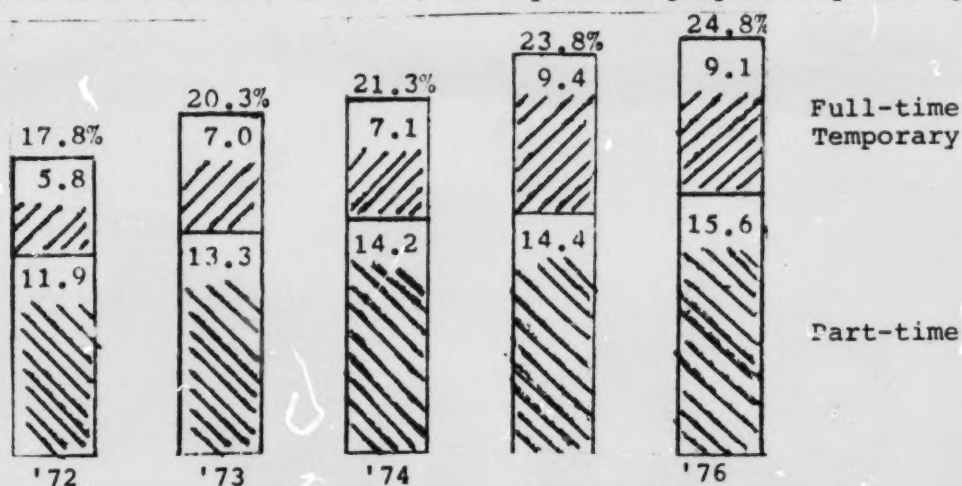


Figure 1. Percentages of CSUC Faculty Positions Occupied by Full-time Temporary and Part-time Faculty, 1972-76

In the Fall, 1972, there were 744 faculty positions (5.8% of the total) occupied by full-time temporary faculty; four years later the total had increased to 1,222, which represented 9.1% of all the positions in the system. In Fall, 1972, 1,522 faculty positions (11.9% of the total) were divided up among part-timers; four years later, the number of positions involved had climbed to 2,094 (15.6%).

If one expresses this increase in part-time faculty in terms of individuals, the statistical increase is more striking: in Fall, 1972, there were 4,698 part-time faculty, constituting 29.5% of the total number of faculty; by Fall, 1976, the number had risen to 6,453 individuals, or 36.4% of the whole. (See Appendix I-g.) Each time a faculty position is shifted from a full-time appointment to the support of part-timers, there may be as many as five individuals, each teaching one course, where there was only one individual before. Because of this, the rise in the number of part-timers over the last few years may seem very striking, but it should be noted that in terms of faculty positions, the class of full-time temporary faculty has in fact had the greater rate of increase.

The precise reason or mix of reasons underlying this trend is not definitively known by the Task Force; to establish it presents extremely complex methodological problems. It is clear, however, that during the period when temporary employment in the CSUC was growing rapidly, student enrollments were slowing from the phenomenal growth which they had shown in the sixties. Campuses found themselves no longer able to accommodate new programmatic needs out of the annual increment in faculty positions. Some campuses continued to expand, though much more slowly than before; others reached a virtual 'steady state'; and in a few cases, there were actually declines and cut-backs. Predictions proved frequently unreliable, usually in a direction of excessive optimism. These difficulties were compounded by the substantial increase in the student faculty ratio which took place during the same period. In the sixties the CSUC was budgeted one faculty position for every 16 students enrolled, by 1976-77, there was budgeted one faculty position per 17.8 students.

It may be hypothesized that in view of the changed circumstances those responsible for faculty appointments rather suddenly became cautious about making the potential lasting employment commitment which a probationary appointment leading to tenure implies. Today's program need might not be there tomorrow; there might be no vacant position when the nature of tomorrow's need became clear. The making of temporary appointments preserves campus options for flexibility.

When one examines the kinds of new full-time appointments which were made during recent years, the shift toward greater use of

lecturers*is striking. In 1972, 38% of the new full-time appointments made were temporary; by 1976, the percentage of these had risen to 63%. This has not happened as a direct response to any central directives or overall plan. It results from decisions taken more or less independently on the 19 campuses.

Table 1. Appointments of New Full-time CSUC Faculty

<u>Fall</u>	<u>Probationary</u>	<u>Temporary</u>	<u>Total</u>	<u>Percent Temporary</u>
'72	735	449	1,184	37.9%
'73	609	539	1,148	47.0
'74	304	593	897	66.1
'75	346	576	925	62.3
'76	329	555	884	62.8

On at least two campuses, a tenure track quota was for a time imposed, whereby it became policy that a department or school could not exceed a certain percentage of tenure-track faculty. When that percentage was reached, all new appointments had to be temporary until such time as resignations, death, or growth in the total size of the unit reduced the percentage to below the quota figure. This approach has been formally abandoned, probably as too crude, too likely to disrupt recruitment patterns in certain areas which could afford probationary appointments. There is, however, evidence to suggest these restrictions are still in existence on an informal basis. Few deans will permit a department to use almost all its faculty positions for tenure track appointments, unless they are very confident that that department will continue to grow. At a time when total enrollment growth is marginal and student interests shift rapidly, there are few disciplines which meet this test.

What has happened during the last six years is not so much that administrators have wanted more temporary faculty, but that they have become afraid of having too many probationary and tenured ones. The reasons for this may be good and sufficient. Yet it may also be that excessive use of temporary faculty causes program discontinuity and has other disadvantages as well.

The Task Force has concluded that the change in the previously normal pattern of faculty appointments with regard to probationary or temporary status is so significant to the fundamental requirements of maintaining a quality educational program and of providing

*i.e., temporary appointments

for flexibility in staffing, given changing program needs and the current uncertainties of enrollment, that this issue goes far beyond the original charge made to this Task Force. It cannot be satisfactorily resolved by dealing only with one type of faculty appointment; namely, the temporary appointment.

The interrelationship of temporary and probationary faculty appointments is the crux of the question and relates directly to program need and educational quality. Policy options cannot be explored with regard to one aspect of the problem, unless related aspects are also explored. Therefore, the Task Force makes the following recommendation:

RECOMMENDATION

The Task Force has accepted the recommendation presented to it by the Dean of Faculty and Staff Affairs that a broader Task Force, including representatives from the academic program area, should be appointed. It will be charged with addressing the question of faculty staffing in relation to academic program quality and of developing recommendations regarding appointment policies that will ensure continued achievement of the educational objectives of the CSUC.

2. THE PROBLEM OF TEMPORARY STATUS AND JOB SECURITY

Serious problems of job security are caused by the current academic job market for many individuals who aspire to an academic career. The decline in student enrollments has been a national phenomenon. It has not been matched by a decline in the production of doctoral students who become apprentice faculty members. During the sixties, anyone coming out of a doctoral program could routinely expect to obtain a probationary faculty appointment. This is no longer the case. Many recent entrants to the academic life have had to be content with part-time, or (if they are more fortunate) full-time temporary employment. Thus, whereas a decade ago one generally did not expect to find many temporary faculty who possessed both the qualifications and the desire for a probationary position, there is now a class of well-qualified people holding temporary appointments. For some of these, it may be that temporary employment will have to become a permanent way of life, unless they choose to leave academia. Evidence given before the Task Force has confirmed what might be expected: that such temporary appointees are dissatisfied with their status, and consequently suffer from low morale.

So long as temporary appointments were accepted as temporary by all concerned, there was no obvious cause for dissatisfaction among the individuals concerned. It is still the case that many part-time faculty prefer fractional appointments. The new circumstances, however, have created a group of temporary faculty desiring permanent positions, who have nowhere else to turn for the kind of jobs they seek, and who, therefore, are desperately seeking security in reappointment. Responsible personnel policies require, however, that temporary appointments be truly temporary. Therefore, each time such an appointment expires and a new one is to be made, a fresh search must be carried out or a bona fide applicant pool utilized in order to fill the position. Thus, satisfactory, or even excellent performance by a temporary faculty member may not guarantee reemployment. Any substantial change in these regulations would raise serious problems with the CSUC affirmative action policies as well as with blurring the distinction between temporary and regular appointments. It is obvious that the adherence to official policies and the programmatic needs of the CSUC are in this instance in inevitable conflict with the desires and aspirations of some of the individuals who work for the system as temporary faculty.

During the Fall, 1977, approximately 7,000 individuals are working as temporary faculty in the CSUC. As the quarter semester, or academic year ends, their positions will become vacant. Many of them will be

back during the next quarter or semester, but there is no formal sense in which their positions will be continuous. On most campuses, an affirmative action search will be required before a part-timer can be appointed again, even though his or her performance may have been excellent, and even though he or she may have been an affirmative action candidate. On some campuses, establishment of an applicant pool diminishes the need for these frequent searches; once a job candidate has been placed in the pool, he or she may be appointed if judged the best qualified candidate in the pool. But whether or not the campus maintains an applicant pool, the part-time faculty member may get no more than an informal indication of subsequent appointment until his/her previous employment has terminated. This is particularly hard on those part-time faculty who depend on the CSUC for a major portion of their income. From the standpoint of the CSUC itself, while such arrangements may guarantee needed flexibility, they may be destructive of employee morale, and require an inordinate amount of effort to be expended in conducting personnel searches.

Full-time temporary faculty normally have year-long appointments, so their degree of job security is somewhat greater. However, during the summer, their appointments, like those of all the part-timers, lapse. Some campuses have formal evaluation procedures for temporary faculty, but many do not. The probability of a further appointment in the fall may range from very high, for those who have performed well and for whose services there is a continuing need, to almost zero. The information available to the temporary faculty, however, will be informal at best, ambiguous or non-existent at worst.

Thus, the present situation seems not to serve the best interests of either the temporary faculty, or of the CSUC. Urgent consideration should be given to strengthening appointment policies for temporary faculty. The following are recommended for consideration:

- a. Part-time faculty should receive year-long appointments when it is apparent that the need for their services will continue through the academic year and when the quality of their performance is satisfactory.
- b. Individual part-time faculty should receive firm offers of appointment during the previous spring when it is evident that their services will be needed in the fall.
- c. Regular, fair and objective procedures for the evaluation of teaching effectiveness of temporary faculty, both full and part-time should be developed by all of the campuses. Evaluation procedures should be applied only to those duties which are appropriate to the position.

- d. For part-time faculty there should be no limitation on the number of consecutive appointments. (The Task Force does not include full-time temporary faculty in this recommendation because continuous full-time appointments may lead to serious ambiguities with regard to de facto tenure.)
- e. Prospects for extending the protection of tenure to part-time faculty should be given serious study. This may require differentiation between probationary part-time and temporary part-time status. It might require placing limitations on the number of consecutive times any part-time faculty could be appointed, for fear of awarding unintentional de facto tenure.
- f. Full information about the conditions of appointment and about the relevant policies and procedures should be included when appointment letters are sent to temporary faculty.

3. SPECIAL PROBLEMS AND WORKING CONDITIONS OF PART-TIME FACULTY

Certain other problems arising from working conditions, which also affect morale, pertain only to the part-time temporary faculty. It appears that while there may always have been certain disadvantages and/or discomforts associated with this status, the importance of these has been magnified by the increased number of people involved. Part-time faculty may receive their appointments on very short notice, causing them real difficulty in terms of proper preparation of course work. They may have no opportunity to participate in selecting texts in advance. Once an appointment is made, it may be cancelled if expected enrollment in the course does not materialize. The part-timer may be 'bumped' if low enrollment in another class makes it expedient to reassign a tenured or probationary faculty member to the part-timer's class. Part-timers cannot expect to have offices of their own--they are fortunate if they gain access to an office, or the right to share a single desk with three or four others in the same status. It may be extremely difficult for them to hold office hours. The classes offered to them may often be those which the regular faculty do not want--those scheduled at inconvenient times, for example, part-time faculty seldom get to know the regular members of the department in which they work, they usually have no part in its collective decision-making, nor in its social life. Frequently, they are powerless; their fate lies in others' hands, and it is not clear that those others are always as considerate and humane as they might be in dealing with part-time faculty. The logic of programmatic need may lead a dean or department chair to shuffle or terminate part-timers as necessary. What to the part-timer may be a desperate need for a job may be for others a matter of institutional priorities. Some part-time faculty--and certainly we include many of those who came to testify before the Task Force--are substantially alienated from the CSUC system.

When it conducted its hearings and through the correspondence which it received, the Task Force heard complaints about the status and working conditions of part-time faculty. It believes that many of these complaints, which may or may not be justified, have wide currency within the CSUC among those part-timers who aspire to academic careers and who depend on the CSUC for a major portion of their income. It has, therefore, chosen to structure this section of its report in terms of these complaints. Each section will open with the allegations made; these will be followed by discussion based on Task Force deliberations. Finally, where appropriate, there will be a recommendation.

- a. Workload Base. "Full-time faculty receive full salary for teaching 12 semester units, or four three-unit courses.

If a part-timer teaches a three-unit course, he/she is paid only one-fifth, not one-fourth, of the full salary."

The Task Force was unanimous in rejecting the argument that part-time faculty should automatically be paid on the basis of a 12 rather than a 15 unit load. To do so would be inequitable to the full-time faculty. Part-time faculty are required only to teach and to hold office hours; they do not have those duties which are obligatory for full-timers: program advisement, curriculum development, and department, school and university governance, including the very time-consuming recommendations for personnel decisions. To expect performance of such duties, however, without compensation would be inequitable. When a department needs a part-time faculty member to perform additional duties such as program advisement and committee work, it can and should assign additional fractions (e.g., $1\frac{1}{2}$ units) of appointment to compensate for these special responsibilities. This is now done at a few campuses only.

RECOMMENDATION

That the possibility of assigning additional non-teaching duties to part-time faculty, and of compensating them accordingly, be considered by the campuses.

- b. Level of First Appointment. "Part-time faculty are appointed at lower rank and step equivalents than full-time faculty with similar qualifications."

The Task Force was unable to generate data which would establish whether this happens, and if so, how often. In the case of part-timers whose principal career is outside the university, establishing equivalence is particularly difficult. For those part-timers whose chosen careers and aspirations are essentially academic, a random survey might indicate what the general practice is. However, there may be little point in making such a survey until a prior question has been resolved: Does CSUC wish to appoint part-time faculty at a rank and step comparable to what they would receive if they were appointed to probationary status, or will it instead be guided by market conditions, in which case appointment level becomes something to be bargained between employer and employee?

During the Spring semester, 1977, the distribution of faculty by equivalent rank was as follows:

	<u>Tenure and Tenure Track</u>	<u>Temporary Full-time</u>	<u>Part-time</u>
Professor	46.1%	5.7%	4.1%
Assoc. Prof.	34.4	9.2	6.7
Assist. Prof.	19.1	69.0	38.3
Instructor	0.4	15.4	34.1
Assistant	---	0.6	16.8
	<u>100%</u>	<u>100%</u>	<u>100%</u>

As can be seen, part-time appointments were made largely at the equivalent to Assistant Professor and below.

Another element relevant to this question of pay equity is the manner in which positions occupied by faculty on part-time appointments are funded. In most instances, such positions are considered "vacant" in the budget development process and funded at the Assistant Professor (Step 3) level.* The Task Force does not know whether the level of appointment of part-timers--particularly those in the lower ranks--results from an assessment of their qualifications, from a desire for economy, or from financial limits built in the budget.

RECOMMENDATION

That the CSUC develop guidelines on the range and step to which part-time faculty should be appointed.

- c. Advancement. "Part-time faculty are not granted MSA's or promotions; even if they start on a level equivalent to comparable full-time faculty, they will soon drop behind."

The Task Force learned that very different policies are followed in this area. At one campus, part-time faculty employed in a second or subsequent consecutive year can expect to move one step up the scale each year. At another, they will move up one step only after they have taught 24 units, which naturally will take more than a year. At a third, there appears to be no settled policy on this, and advancements in step are granted or withheld almost in haphazard fashion. The Task Force is skeptical about the wisdom of letting such a variety of approaches flourish.

RECOMMENDATION

That campuses should develop a policy regarding the advancement of part-time faculty in terms of merit salary adjustments; at a minimum, such policy should provide for the advancement of those part-time faculty who are paid below the maximum of each rank, whenever they complete 24 semester units of teaching at a given step and their performance is satisfactory. Funding to effect these increases should be secured through the budget process.

*Campus budgets are based upon the status of positions a year prior to implementation.

- d. Availability of Medical Insurance, etc. "Part-time faculty cannot get insurance coverage through the CSUC. This is extremely serious for those who must support themselves and their families, but have no full-time employer."

This complaint expresses a genuine dilemma for what is probably a minority of the part-time faculty: those who have no coverage through other members of their family, or other employment. PERS regulations provide that the employer can subscribe for insurance coverage only when the employee is employed half-time or more for one academic year. If an earlier recommendation of the Task Force were to be adopted, appointments for one year might become much more common than they now are. At the present time, however, only 21% of the part-time faculty are employed for half-time or more (The appointment fractions for Spring, 1977, are shown in Appendix II-c.).

RECOMMENDATION

That the CSUC urge PERS and the appropriate policymaking bodies to change the regulations so that at least some group coverage in health benefits can be provided for employees working less than half-time, who are unable to obtain group coverage elsewhere. If this effort proves fruitless, the possibility of arranging coverage for part-timers with a private carrier should be investigated.

- e. Unemployment Benefits. "CSUC does not treat part-time faculty fairly in regard to unemployment benefits, especially during the summer. Administrators try to have it both ways: they write letters in the spring offering jobs in the fall--thus making the part-timer ineligible for unemployment insurance during the summer--but they hedge the offer of fall employment to such an extent that the part-time faculty member cannot rely on it, knowing he/she may be dropped without notice."

The Task Force recommends that this problem receive a staff study. Unemployment benefits constitute a considerable cost to the system. The standard here, however, must be that CSUC will treat its employees equitably, neither facilitating efforts by them to get payments they are not entitled to, nor making it difficult for them to obtain what is rightly theirs. There should be a study of the extent to which employment in the fall can be guaranteed in the spring, and of the precise wording of the appointment letter which is proper in this matter. All campuses should be bound to follow the same general guidelines.

When employment of a part-time faculty member is terminated, the CSUC may become responsible for paying him/her 26 times his/her weekly benefit amount, or one-half of his/her base period wages, whichever is less. This is a heavy burden, met out of central rather than campus funds; in 1976-77, unemployment insurance represented an unexpectedly heavy charge on the system, and substantial amounts of 'payback' monies were used to meet it. Recent Unemployment Insurance Appeals Board decisions have made it clear that it is no longer possible to avoid paying summer unemployment benefits, except by offering an appointment for the fall. It may be that the CSUC would be financially ahead if it made employment commitments for the fall in the spring, even if a few of these commitments resulted in retaining part-time faculty who would not have been appointed otherwise. This, however, may not be clear to campus administrators, because while they have to find the salaries of part-time faculty in their budgets, they do not have to produce the money for unemployment benefits.

RECOMMENDATION

The Task Force recommends that the problems related to unemployment benefits receive a staff study which will:

- (1) Identify the cost to the system of the unemployment benefits derived from the uncertainty of employment under contingency appointment letters;
- (2) Identify the extent to which employment offers for a fall term can be made firm in the preceding spring;
- (3) Develop a form appointment letter;
- (4) Address the question of how campuses might act to reduce unemployment benefit burdens through better planning and a more specific clarification of the status of the employment offer whenever possible.

- f. Appointment Policies. "Part-time faculty are often notified of their assignments only days--sometimes hours--before they are due to start teaching. They have inadequate time for planning. They may be 'bumped' at the last moment

by full-time faculty. They have no opportunity to order their own texts."

To the extent that such things happen--and clearly they do happen--the educational process at the CSUC suffers inevitable damage. One cannot expect thoughtful, carefully planned, or creative teaching on an instant's notice. The Task Force does not know how frequently assignments are made at the last moment, but it suspects that the practice is more widespread than it would wish. Even if no ready remedies are apparent, it might be desirable to acquire some data on the extent of this problem, so that the system can know the dimensions of what must be rated as a serious shortcoming.

The problem, of course, is that no one knows ahead of time exactly how many students will enroll in a particular course or section. Early enrollment procedures can alleviate the problem, but cannot eliminate it. The need for some flexibility will be always with us, with its concomitant dysfunctions.

There may, however, be ways of treating the problem:

- (1) More Budgetary Flexibility. If the number of students enrolled in a class must be the determinant of whether a course is offered or not, then final decisions regarding appointments must wait until after the enrollment figures are known. If enrollment requirements or faculty workload standards could be made more flexible, then the number of last minute curricular changes could be reduced. Perhaps little is possible in this direction, because it entails increased overall costs or increased workloads for some faculty. At least, all concerned should be fully aware of the costs--in terms of the quality of part-time preparation of courses--entailed by the type of "flexibility" that depends on late hiring.
- (2) Greater Awareness of the Problem and Consequent Planning. Possibly, more appointments than necessary are delayed until the last minute. A department chair may preserve all his/her options, for example, by not appointing any part-time faculty until it is known precisely how many sections of each course have 'made', i.e., attracted sufficient enrollment to be definitely scheduled. (S)He can then augment the assignment of full-time faculty whose courses fail to 'make' without 'bumping' any individual part-time faculty. Obviously such practice magnifies the loss of teaching quality associated with inadequate lead time. If it is found that such procedures are common, the Task Force judges this to be a serious problem, and recommends that all possible solutions be thoroughly explored.

- g. Departmental Status. "Part-time faculty are denied all voice in departmental governance. They are assigned the classes no one else wants. Their names are kept out of the Class Schedule. No effort is made to integrate them as professional colleagues. They are treated as second class citizens."

The Task Force heard many complaints along these lines, and had no doubt of the sincerity and feeling behind them. At the same time, it is recognized that many other part-time faculty are perfectly content simply to teach their classes, and might be indifferent to efforts to integrate them more completely into the life of the institution, or even resentful (legitimately so) if such efforts in effect assigned them additional duties. Part-time faculty can and in some places are given voting seats in department meetings, etc. These things vary enormously from department to department. Beyond possibly attempting to sensitize regular faculty, chairs, etc., to the problem, it seems doubtful that this range of difficulties can be profitably addressed at the statewide level.

- h. Working Conditions. "Part-time faculty have to share not only offices, but desks and chairs; some are given no such facilities at all."

A teacher, full-time or part-time, must have a place to meet students, grade papers, keep notes and books. Not to provide some minimum work place must impair his/her effectiveness considerably. and is unfair to faculty and students alike.

The CSUC has not been funded generously in terms of faculty offices. On most campuses some full-time faculty are required to pair up, and in some, three must share an office. The problem of part-time work space is compounded by the formula which creates one faculty office space per full-time faculty position, and thus implies that one desk and one chair should be adequate for five part-time faculty who each teach a three-unit course. In practice, there might be no problem if the five each taught on a different night of the week and were off campus on all the others. If, however, three part-timers are each assigned an 0800 and an 1100 class on Mondays, Wednesdays and Fridays, it is fairly obvious that expecting them to share one chair is foolishness.

The Task Force recommends that a survey be undertaken to determine the actual needs for part-time office space and equipment. When this has been determined, efforts to solve the problem must be made. Consideration should be given to the adequacy of current office space standards. Trailers or temporary buildings may be an option, if the Board of Trustees is willing to review its policy prohibiting the erection of such structures. Changes in maintenance standards could contribute to a solution.

RECOMMENDATION

That data be carefully gathered to determine if the office space provided for part-time faculty is adequate for the purpose of performing their instructional tasks, including meeting with their students. If the part-time faculty do not have adequate space, efforts to resolve this problem should be accorded high priority.

4. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Findings

In summary, the data collected by the Task Force produced the following findings:

- a. That the staffing pattern among the types of faculty appointments shows a decrease in the number of probationary appointments caused in part by the transition into the tenured ranks and in part by the increase in the number of temporary full-time appointments;
- b. That in the Fall of 1976 temporary appointees occupied 25% of the positions. Individuals on either part-time or full-time temporary appointments accounted for 43% of the faculty workforce;
- c. That there has been a substantial increase in the percentage of new hires that have been made in the category of temporary rather than that of probationary appointment;
- d. That the highest percentage of increase in temporary appointments has been in the full-time rather than in the part-time category;
- e. That in the Spring of 1977, 72.1% of the part-time appointments were made at equivalent of Instructor and Assistant Professor ranks;
- f. That the part-time faculty appointed to each of the ranks were paid on the same salary schedule as new full-time faculty and received approximately the same compensation, but received less compensation than all full-time faculty who had served in the ranks for several years and had thus received step increases;
- g. That the average salary paid to all ranks of part-time faculty (on a full-time equivalent basis) is significantly lower than the average paid to all ranks of full-time faculty and reflects the greater proportion of lower rank appointments among part-time faculty;
- h. That most positions occupied by part-time faculty are budgeted at the Assistant Professor (Step 3) level;

- i. That over half of the courses taught by part-time faculty were at the upper division or graduate level;
- j. That the part-time faculty appointed at the rank of Assistant Professor or Instructor taught a greater percentage of lecture over laboratory courses than did the full-time faculty;
- k. That 58% of the part-time faculty in the Spring of 1977 held appointments of 4/15's or less;
- l. That there is no data at this time to determine whether appointments were made at the level of qualifications of the appointees;
- m. That during the four years, 1973 through 1976, 88% of the part-time faculty were employed in two or less Fall terms;
- n. That the budgeted Student Faculty Ratio has changed from 16.3 in 1970-71 to 17.8 in 1976-77;
- o. That internal shifts in student interest and enrollment have occurred in significantly varying amounts in the years from 1972 to 1977;
- p. That there exist also differences in enrollments between Fall and Spring terms which require varying numbers of faculty to staff classes;
- q. That there exists an increasing number of individuals with full academic qualifications, including the doctorate who desire full-time permanent positions, but who cannot find them and thus become full or part-time temporary faculty;
- r. That there exists a sense of 'second class citizenship' status among the temporary faculty--particularly part-timers that is demoralizing to them;
- s. That temporary faculty who are appointed less than one-half time or for less than a full academic year are not eligible for benefits through the Public Employees Retirement System and that this produces much anxiety for those who have no other employment;
- t. That there is a continuing need to develop additional data on the utilization of women and minorities among the part-time and full-time faculty.

Recommendations

Reference Section 1, Increases in the Use of Temporary Faculty in the California State University and Colleges:

The Task Force accepts the decision to establish another study group which will address immediately the question of faculty staffing and program quality and be responsible for developing recommendations regarding faculty appointment policies in the light of desired educational objectives and changing proportions of tenured, probationary and temporary faculty.

Reference Section 2, The Problem of Temporary Status and Job Security:

The Task Force recommends that:

- a. Part-time faculty receive year-long appointments when it is apparent that the need for their services will continue through the academic year and when the quality of their performance is satisfactory.
- b. Individual part-time faculty receive firm offers of appointment during the previous Spring, when it is evident that their services will be needed in the Fall.
- c. Regular, fair and objective procedures for evaluating the teaching effectiveness of temporary faculty be developed by all campuses. Evaluation procedures should be applied only to those duties which are appropriate to the position.
- d. There be no limitation on the number of consecutive terms for which part-time faculty can be appointed. (The Task Force does not include full-time faculty in this recommendation because continuous full-time employment may lead to serious ambiguities with regard to de facto tenure.
- e. Serious study be given to the advantages and disadvantages of granting tenure to part-time faculty.
- f. Full information about the conditions of appointment and relevant policies and procedures be included when appointment letters are sent to temporary faculty.

Reference Section 3, Special Problems and Working Conditions
of Part-Time Faculty:

The Task Force recommends that:

- a. The possibility of assigning additional non-teaching duties to part-time faculty, and compensating them accordingly, be considered by the campuses.
- b. The CSUC develop guidelines on the salary range and step to which part-time faculty should be appointed.
- c. The campuses should develop a policy regarding the advancement of part-time faculty in terms of merit salary adjustments; at a minimum such policy should provide for the advancement of those part-time faculty paid below the maximum of each rank whenever they complete 24 semester units of teaching at a given step. Funding to effect these increases should be secured through the budget process.
- d. The CSUC urge the Public Employees' Retirement System (PERS) and the appropriate policymaking bodies to change the regulations so that some group coverage in medical insurance can be provided for employees working less than half time, who are unable to obtain group coverage elsewhere. If this effort proves fruitless, the possibility of arranging coverage for part-timers with a private carrier should be investigated.
- e. With regard to the matters related to unemployment the following be considered:
 - (1) The cost to the system of unemployment benefits derived from the uncertainty of employment under contingency appointment letters be identified;
 - (2) The extent to which employment offers for a Fall term can be made firm in the preceding Spring be explored;
 - (3) A form appointment letter be developed;
 - (4) The question of how campuses might act to reduce unemployment benefit burdens through better planing and a more specific clarification of the status of the employment offer whenever possible be explored.

- f. That data be carefully gathered to establish whether complaints that office space is not provided adequately for part-time faculty to meet with their students are justified. If so, efforts to resolve this problem should be accorded high priority.

APPENDIX

I. Extent of Use of Temporary (Full and Part-time), Probationary, and Tenured Appointments

- a. Systemwide Data, Fall 1972 to Fall 1976

II. Manner of Use of Part-time Faculty

- a. Disciplines
- b. Teaching Assignments (Level and Mode) of Full and Part-time Faculty
- c. Time Base

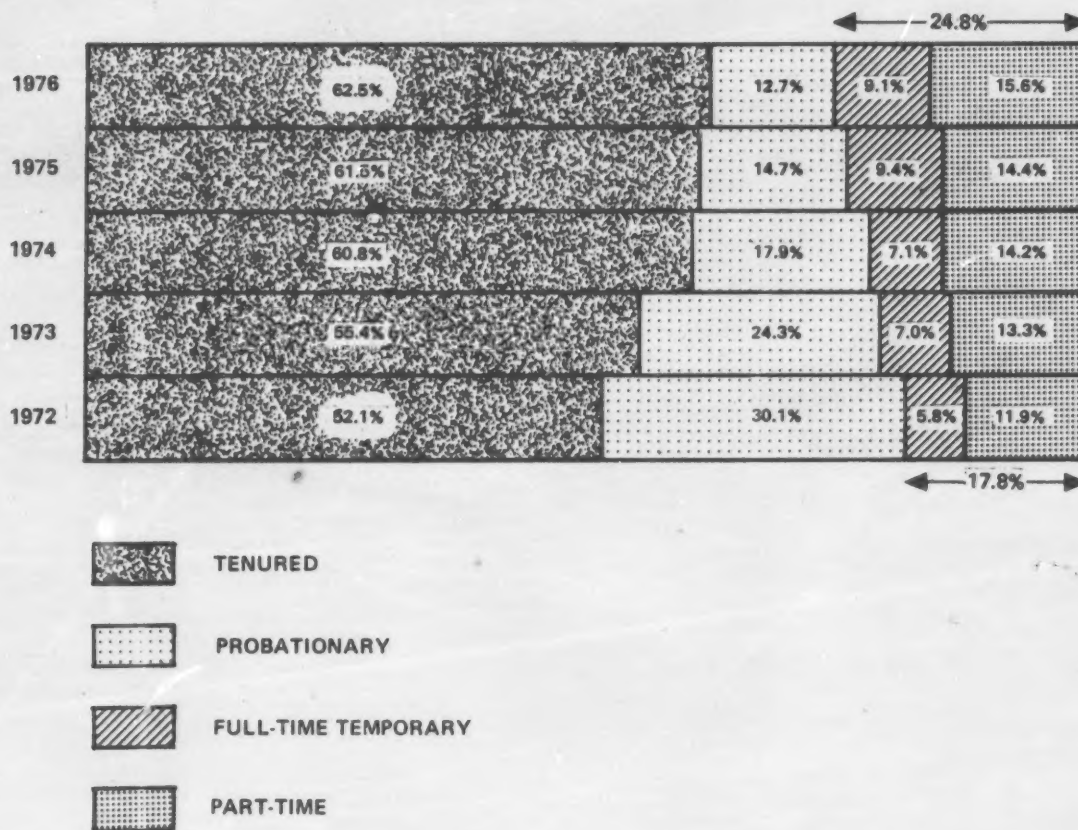
III. Appointment and Compensation

- a. Temporary Appointments Among New Full-time Faculty
- b. Compensation of Part-time, New Full-time and All Full-time Faculty
- c. Level of Appointment (Rank Equivalent) of Temporary and Regular Faculty
- d. Percent of Women Among Temporary Faculty
- e. Frequency of Reappointments Among Part-time Faculty

IV. Enrollment Considerations

- a. Total Enrollment and Student Faculty Ratios
- b. Long Term Disciplinary Shifts (Systemwide)
- c. Short-term Disciplinary Shifts (Sample Campus)

**COMPOSITION OF CSUC FACULTY
BY TYPE OF APPOINTMENT, FALL 1972 TO FALL 1976**
(Percent of positions filled)



28

DISTRIBUTION OF CSUC ACADEMIC YEAR FACULTY
BY TYPE OF APPOINTMENT
FALL 1976

	HEADCOUNT		POSITIONS*	
	NO.	PERCENT	NO.	PERCENT
Tenured	8,362	47.1%	8,362	62.5%
Probationary	1,703	9.6	1,703	12.7
Full-time Temporary	1,222	6.9	1,222	9.1
Part-time	6,453	36.4	2,094	15.6
GRAND TOTAL	17,740	100%	13,381	100%
Sub-totals:				
Tenured and Probationary	10,065	56.7	10,065	75.2
Full-time	11,287	63.6	11,287	84.4
Full-time Temporary and Part-time	7,675	43.3	3,316	24.8

Sources: FSA 76-69 and APDB

*Includes department chairs

DISTRIBUTION OF CSUC ACADEMIC YEAR FACULTY
BY TYPE OF APPOINTMENT
FALL 1975

	HEADCOUNT		POSITIONS*	
	NO.	PERCENT	NO.	PERCENT
Tenured	8,074	47.2%	8,074	61.5%
Probationary	1,931	11.3	1,931	14.7
Full-time Temporary	1,230	7.2	1,230	9.4
Part-time	5,884	34.4	1,890	14.4
GRAND TOTAL	17,119	100%	13,125	100%
Sub-totals:				
Tenured and Probationary	10,005	58.4	10,005	76.2
Full-time	11,235	65.6	11,235	85.6
Full-time Temporary and Part-time	7,114	41.6	3,120	23.8

Sources: FSA 75-61 and APDB

*Includes department chairs

DISTRIBUTION OF CSUC ACADEMIC YEAR FACULTY
BY TYPE OF APPOINTMENT
FALL 1974

	HEADCOUNT		POSITIONS*	
	NO.	PERCENT	NO.	PERCENT
Tenured	7,874	46.4%	7,874	60.8%
Probationary	2,324	13.7	2,324	17.9
Full-time Temporary	918	5.4	918	7.1
Part-time	5,849	34.5	1,837	14.2
GRAND TOTAL	16,965	100%	12,953	100%
Sub-totals:				
Tenured and Probationary	10,198	60.1	10,198	78.7
Full-time	11,116	65.5	11,116	85.8
Full-time Temporary and Part-time	6,767	39.9	2,755	21.3

Sources: FSA 74-88 and APDB

*Includes department chairs

DISTRIBUTION OF CSUC ACADEMIC YEAR FACULTY
BY TYPE OF APPOINTMENT
FALL 1973

	HEADCOUNT		POSITIONS*	
	NO.	PERCENT	NO.	PERCENT
Tenured	7,073	42.9%	7,079	55.4%
Probationary	3,098	18.8	3,098	24.3
Full-time Temporary	897	5.4	897	7.0
Part-time	5,420	32.9	1,695	13.3
GRAND TOTAL	16,494	100%	12,769	100%
Sub-totals:				
Tenured and Probationary	10,177	61.7	10,177	79.7
Full-time	11,074	67.1	11,074	86.7
Full-time Temporary and Part-time	6,317	38.3	2,592	20.3

Sources: FSA 73-79 and APDB

*Includes department chairs

DISTRIBUTION OF CSUC ACADEMIC YEAR FACULTY
BY TYPE OF APPOINTMENT
FALL 1972

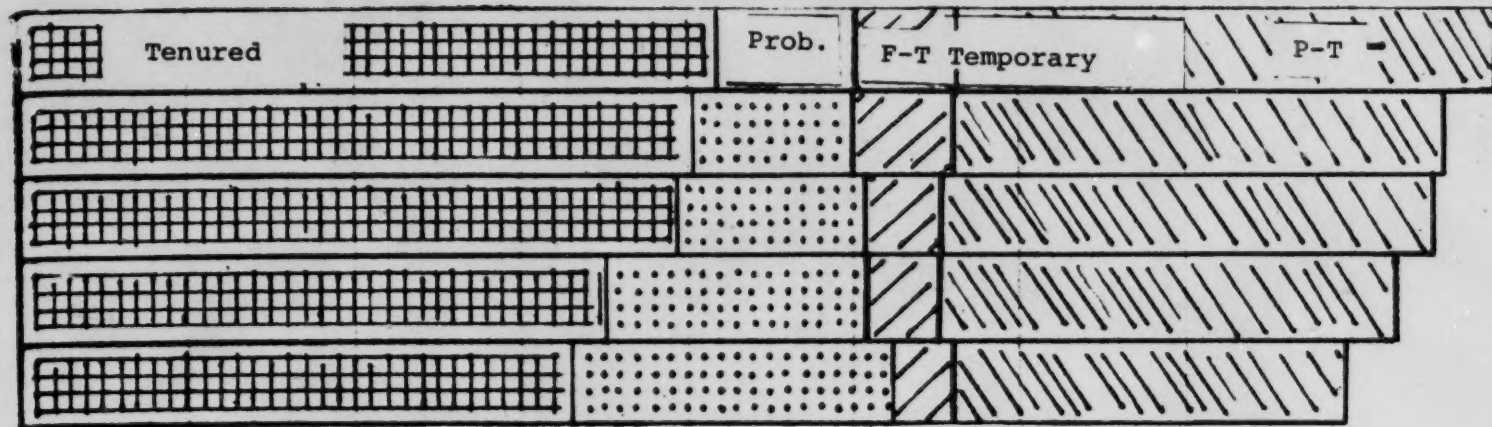
	HEADCOUNT		POSITIONS*	
	NO.	PERCENT	NO.	PERCENT
Tenured	6,644	41.7%	6,644	52.1%
Probationary	3,843	24.1	3,843	30.1
Full-time Temporary	744	4.7	744	5.8
Part-time	4,698	29.5	1,522	11.9
GRAND TOTAL	15,929	100%	12,753	100%
Sub-totals:				
Tenured and Probationary	10,487	65.8	10,487	82.2
Full-time	11,231	70.5	11,231	88.1
Full-time Temporary and Part-time	5,442	34.2	2,266	17.8

Sources: FSA 72-76 and APDB

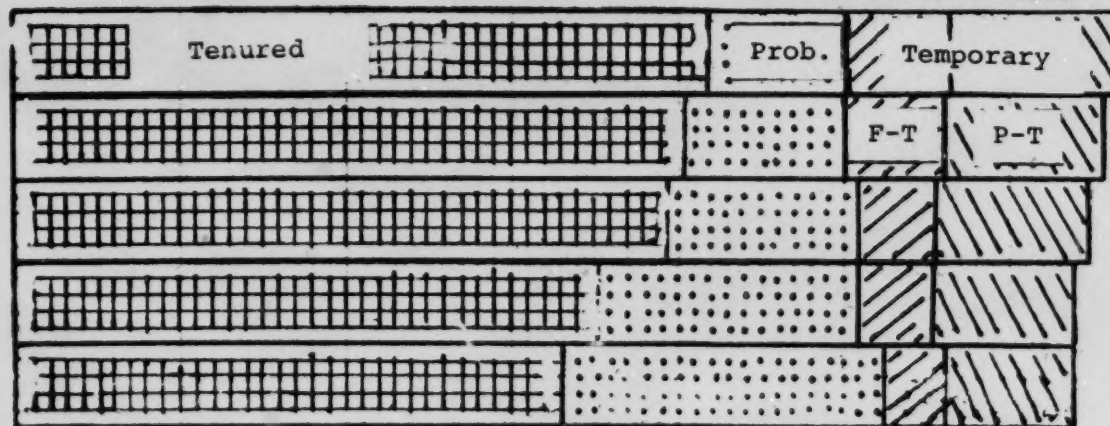
*Includes department chairs

FACULTY BY TYPE OF APPOINTMENT FALL 1972 to FALL 76

A. Headcount of Individuals



B. Number of Positions Filled



0 2 4 6 8 10 12 14 16 18
(Thousands)

F-T denotes full-time temporary faculty; P-T part-time faculty.

PERCENTAGE OF POSITIONS FILLED BY
PART-TIME FACULTY AMONG DEPARTMENTS WITH
TEN OR MORE POSITIONS
FALL 1976

II-a

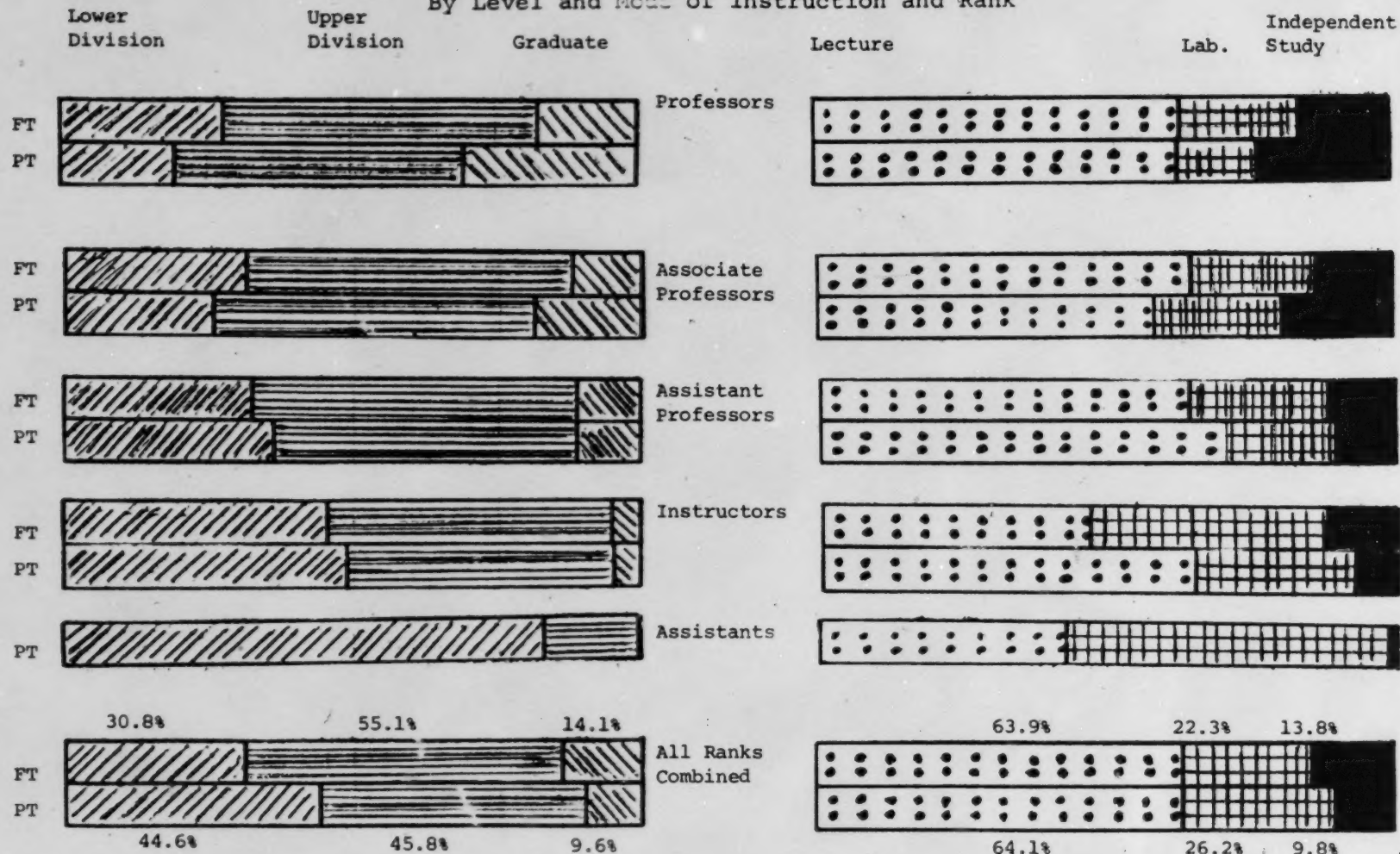
<u>Percent</u>	<u>Department</u>	<u>Number of Departments</u>
25.1%	Accounting	13
22.4	Chemistry	15
20.8	Music	14
20.6	Management	15
19.2	Home Economics	8
17.3	Education	41
16.4	Biology	17
16.0	Foreign Languages	14
15.7	Art	16
14.7	Anthropology	9
14.7	Physical Education	25
14.2	Mathematics	16
14.1	Finance	7
13.9	English	19
13.8	Psychology	17
13.3	Geology	9
12.8	Engineering	27
12.7	Political Science	14
11.4	Physics	12
10.8	Sociology	17
9.7	Philosophy	9
8.7	Economics	13
8.7	Theatre Arts	12
8.5	Geography	10
8.1	Nursing	11
4.3	History	16
3.9	Agriculture	15

Note: Percentage shown is median value among the departments.
Source: APDB

Note: Percentage shown is median value among the departments.

Source: APDB

Comparison of Instructional Efforts of Full-time and Part-time CSUC Faculty By Level and Mode of Instruction and Rank



FT refers to all full-time faculty, not just those on temporary appointments.
PT refers to part-time faculty.

Fall 1976 data
Source: APDB

II-Q-1

Distribution of Direct Instructional Effort*
of All CSUC Faculty
By Level and Mode of Instruction
Fall 1976 - Systemwide Data

		M O D E			
		Lecture	Laboratory	Independent Study	All Modes
L E V E L	Lower Division	22.3%	10.7%	0.5%	33.6%
	Upper Division	34.0	11.7	7.6	53.2
	Graduate	7.7	0.6	4.9	13.2
	All Levels	64.0%	23.0%	13.0%	100.0%

* Based upon Weighted Teaching Units reported for courses taught.

Columns add horizontally and vertically; rounding may cause minor discrepancies.

Distribution of Direct Instructional Effort*
of CSUC Full-time Faculty Only
By Level and Mode of Instruction

Fall 1976 - Systemwide Data

		M O D E			
		Lecture	Laboratory	Independent Study	All Modes
L E V E L	Lower Division	20.9%	9.5%	0.5%	30.8%
	Upper Division	35.0%	12.2%	7.8%	55.1%
	Graduate	8.0%	0.6%	5.5%	14.1%
	All Levels	63.9%	22.3%	13.8%	100%

*. Based upon Weighted Teaching Units reported for courses taught.

Columns add horizontally and vertically; rounding may cause minor discrepancies.

Source: APDB

Distribution of Direct Instructional Effort*
of CSUC Part-Time Faculty Only
By Level and Mode of Instruction
Fall 1976 - Systemwide Data

		M O D E			
		Lecture	Laboratory	Independent Study	All Modes
L E V E L	Lower Division	27.9%	15.9%	0.8%	44.6%
	Upper Division	29.6	9.7	6.5	45.8
	Graduate	6.5	0.5	2.5	9.6
	All Levels	64.1%	26.2%	9.8%	100.0%

* Based upon Weighted Teaching Units reported for courses taught.

Columns add horizontally and vertically; rounding may cause minor discrepancies.

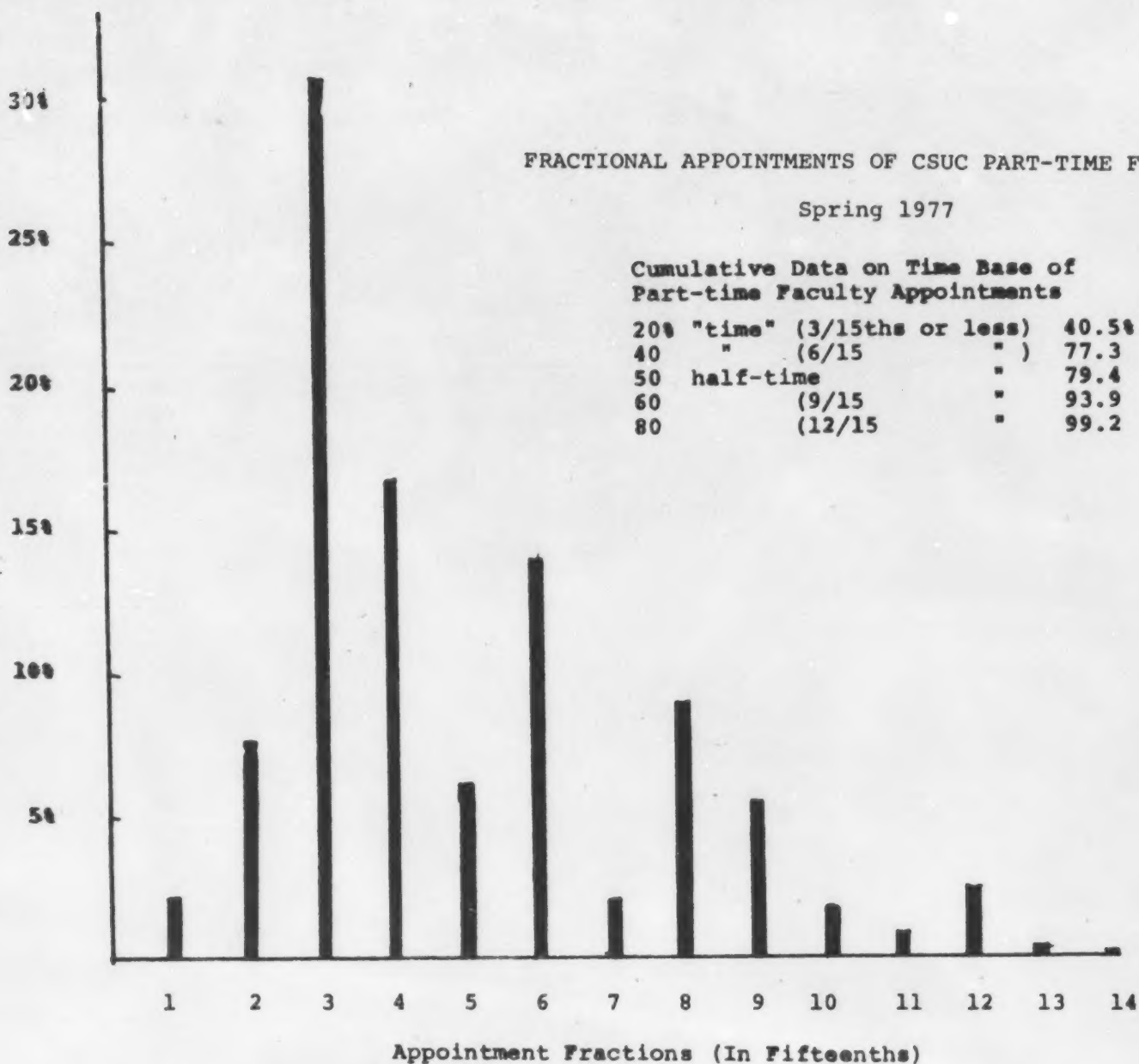
Percent of Direct Instructional Effort*
Generated by Part-Time Faculty
By Level and Mode of Instruction
Fall 1976 - Systemwide Data

		M O D E			
		Lecture	Laboratory	Independent Study	All Modes
L E V E L	Lower Division	25.1%	29.6%	27.9%	26.6%
	Upper Division	17.4	16.6	17.1	17.2
	Graduate	16.8	17.7	10.3	14.5
	All Levels	20.0%	22.7%	15.0%	20.0%

* Based upon Weighted Teaching Units reported for courses taught; does not include academic advising, curriculum planning and other instructional responsibilities of full-time faculty.

Columns do not add.

Source: APDB



New Full-Time CSUC Faculty
by Type of Appointment
Fall 1972 through Fall 1976

<u>Fall</u>	<u>Probationary</u>	<u>Temporary*</u>	<u>Total</u>	<u>Percent Temporary</u>
1972	735	449	1,184	37.9%
1973	609	539	1,148	47.0
1974	304	593	897	66.1
1975	346	576	925	62.3
1976	329	555	884	62.8

Source: FSA

* i.e. Lecturer appointments.

AVERAGE SALARIES OF CSUC FACULTY

1976-77

	All Full-Time Faculty	New Full-Time Faculty	Part Time Faculty (Per FTE Position)
Professor	\$25,015	\$24,626	\$24,626
Associate Professor	19,154	18,708	19,019
Assistant Professor	15,746	15,060	14,899
Instructor	13,633	13,337	13,222
Assistant	-	-	10,603
"All Rank" Average	20,672	16,041	14,483

Note: Part-time faculty are paid on the salary schedule applicable to full-time faculty. "Vacant" positions in 1976-77 were funded at \$14,880.

Source: PIMS

HEADCOUNT OF PERSONS IN INSTRUCTIONAL FACULTY CLASSES
BY TYPE OF APPOINTMENT AND RANK
SPRING 1977

	FULL-TIME				TEMPORARY	
	Tenure/ Tenure Track		Lecturer		Part-Time	
Professor	4,689	46.1%	73	5.7%	270	4.1%
Associate Professor	3,503	34.4	117	9.2	438	6.7
Assistant Professor	1,943	19.1	876	69.0	2,519	38.3
Instructor	36	0.4	196	15.4	2,475	34.1
Assistant	-		8	0.6	1,103	16.8
TOTALS	10,171	100%	1,270	100%	6,573	100%

Note: Values add vertically only.

Source: PIMS

WOMEN AS PERCENT OF CSUC INSTRUCTIONAL FACULTY
SPRING 1977

	FULL-TIME		TEMPORARY		
	Tenure/ Tenure Track	Lecturer	Part-time	Total	
Professor	12.8%	5.5%	15.9%	12.9%	
Associate Professor	20.0	13.7	21.0	19.9	
Assistant Professor	32.8	38.2	31.4	33.0	
Instructor	44.4	48.5	42.8	43.3	
Assistant	-	-	37.7	37.7	
CSUC TOTAL	19.2%	35.9	35.0	26.2	

Source: PIMS

SYSTEMWIDE

Part-time faculty* with the number of times each received an appointment in the Fall terms 1973-74-75-76.

<u>Times</u>	<u>Number of Individuals</u>	<u>% of Total</u>
1	11,980	66.4%
2	3,739	20.7%
3	1,433	7.9%
4	<u>887</u>	<u>4.9%</u>
	18,039	100.0%

*Includes graduate assistants

Source: APDB

CSUC Enrollment Growth
and
Budgeted Student Faculty Ratios
1966-67 through 1976-77

	FTE Enrollment ¹	Growth From Preceding Year	Budgeted SFR
1966-67	130,606	11.9	16.0
1967-68	146,880	12.5	16.3
1968-69	166,593	13.4	16.1
1969-70	186,365	11.9	15.9
1970-71	203,700	9.3	16.3
1971-72	211,025	3.6	18.3
1972-73	220,266	4.4	17.9
1973-74	224,152	1.8	17.8
1974-75	227,002	1.3	17.8
1975-76	235,727	3.8	17.8
1976-77	231,251	- 1.9	17.8

1. "College Year" enrollment.

PERCENT DISTRIBUTION OF STUDENT CREDIT UNITS BY DISCIPLINE CATEGORY
AND ACADEMIC YEAR - SYSTEMWIDE

<u>Discipline Category</u>	<u>Reported</u>				
	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>
Agriculture and Natural Resources	1.46	1.65	1.80	1.91	2.02
Architecture and Environmental Studies	0.54	0.56	0.58	0.59	0.60
Area Studies	0.34	0.32	0.32	0.38	0.38
Biological Sciences	5.03	5.02	5.15	5.00	4.87
Business and Management	8.98	9.33	10.10	10.84	11.48
Communications	1.54	1.66	1.80	1.96	2.04
Computer Sciences	0.29	0.30	0.32	0.39	0.51
Education	7.81	8.12	7.31	7.18	6.98
Physical Education	3.59	3.76	3.90	3.88	4.02
Industrial Education	1.41	1.39	1.33	1.30	1.29
Engineering	2.84	2.78	2.90	3.01	3.29
Fine and Applied Arts	7.55	7.49	7.58	7.43	7.43
Foreign Languages	2.87	2.83	2.80	2.75	2.79
Health Professions	1.65	1.84	2.00	2.06	2.11
Nursing	0.79	0.85	0.92	0.89	0.95
Home Economics	1.64	1.68	1.69	1.66	1.70
Letters	11.02	10.06	10.18	9.88	9.69
Library Science	0.14	0.15	0.14	0.14	0.12
Mathematics	4.41	4.50	4.63	4.61	4.71
Military Science	0.05	0.05	0.04	0.04	0.03
Physical Sciences	5.55	5.69	5.75	5.72	5.69
Psychology	5.73	5.48	5.52	5.49	5.31
Public Affairs	2.75	3.09	3.34	3.59	3.62
Social Sciences	20.80	19.45	18.45	17.80	16.97
Interdisciplinary Studies	1.24	1.41	1.47	1.47	1.41

Source: APDB

SUBSEQUENT TERM
FTE ENROLLMENT BY DISCIPLINE
AS PERCENT OF FALL '75 ENROLLMENT BY DISCIPLINE
(Sample campus)

Spring '76 Fall '76			Spring '76 Fall '76		
1. Biology	90	98	31. Chemistry	90	96
2. Business Administration and Management	106	118	32. Geology	114	114
3. Journalism	88	90	33. Psychology	94	96
4. Computer Science	91	110	34. Public Affairs	95	83
5. Education	100	97	35. Recreation and Parks Administration	98	97
6. Teacher Education	105	82	36. Social Work	94	88
7. Speech Correction	93	99	37. Criminal Justice	105	105
8. Pre-elementary Education	102	91	38. Social Science	90	78
9. Counseling	110	97	39. Anthropology	89	85
10. School Administration	104	91	40. Economics	96	89
11. Physical Education	105	102	41. History	99	95
12. Engineering	92	132	42. Geography	94	95
13. Civil Engineering	111	114	43. Government	89	92
14. Electrical Engineering	112	104	44. Sociology	93	93
15. Art	100	86	45. Interdisciplinary	74	80
16. Music	99	101	Average for All Disciplines Campuswide	97.2	98.2
17. Drama	89	97			
18. French	118	103			
19. German	91	91			
20. Spanish	99	106			
21. Health Sciences	120	119			
22. Nursing	91	84			
23. Home Economics	99	108			
24. English	91	101			
25. Speech	101	94			
26. Philosophy	100	87			
27. Humanities	72	86			
28. Mathematics	92	102			
29. Statistics	94	105			
30. Physics	99	110			

Several disciplines with fewer than 50 students are excluded from the above tabulation.

Source: APDB